Name of Candidate: Click or tap here to enter text.

University Supervisor: Click or tap here to enter text.

Select your role in the evaluation process: Candidate Cooperating Teacher

Mid-term review  Final review

Directions: Rate the Student’s level of progress on each area using the scale below. As you carefully consider each item, please select the box next to the level of performance that you think the student has demonstrated. FOR THE RELEVANT HALF OF THE STUDENT TEACHING INTERNSHIP, PLEASE SELECT ONLY ONE OPTION FOR EACH SECTION. The

student will evaluate himself/herself on each area prior to the Cooperating Teacher and University Supervisor’s evaluations.

3 – Exemplary Student performance at a level well beyond that expected of a novice. (This rating should be reserved to highlight exceptional strengths.) 2 – Superior Student performance commendably; reflective of successful efforts.

1 – Satisfactory Student performance adequately with few exceptions; reflective of satisfactory efforts.

0 – Unsatisfactory Student performance at a level less than satisfactory; reflective of the need to strengthen and/or develop. N/A – Not Applicable Insufficient basis for judgment.

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| I. **CONTENT AND PEDAGOGY** – Knows learners, subject matter, pedagogy, and curriculum**.** | | | | |
| **1. Displays knowledge of scope and sequence of curriculum.** | | | | |
| 3 – Exemplary | 2 – Superior | 1 – Satisfactory | 0 – Unsatisfactory | N/A – Not Applicable |
| Consistently displays knowledge and scope and sequence of curriculum-well beyond what would be expected of a novice  teacher. | Usually and extensively displays knowledge of scope and sequence of curriculum. | Sometimes and adequately displays knowledge of scope and sequence of curriculum. | Needs to display knowledge of scope and sequence of curriculum. | Insufficient basis for judgment. |
| **2. Displays knowledge of the characteristics of learners.** | | | | |
| 3 – Exemplary | 2 – Superior | 1 – Satisfactory | 0 – Unsatisfactory | N/A – Not Applicable |
| Consistently displays knowledge of the characteristics of learners-well beyond what would be expected of a novice  teacher. | Usually and extensively displays knowledge of the characteristics of learners. | Sometimes and adequately displays knowledge of the characteristics of learners. |  |  |
| **3. Evidences solid base of pedagogical content knowledge.** | | | | |
| 3 – Exemplary | 2 – Superior | 1 – Satisfactory | 0 – Unsatisfactory | N/A – Not Applicable |
| Consistently evidences solid base of pedagogical content knowledge-well beyond what would be expected of a novice  teacher. | Usually and extensively evidences solid base of pedagogical content knowledge. | Sometimes and adequately evidences solid base of pedagogical content knowledge. | Needs to display evidences solid base of pedagogical content knowledge. | Insufficient basis for judgment. |

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| **4. Evidences solid base of subject content knowledge.** | | | | |
| 3 – Exemplary  Consistently displays solid base of subject content knowledge- well beyond what would be  expected of a novice teacher. | 2 – Superior  Usually and extensively evidences solid base of subject content knowledge. | 1 – Satisfactory  Sometimes and adequately evidences solid base of subject content knowledge. | 0 – Unsatisfactory  Needs to display evidence solid base of subject content knowledge. | N/A – Not Applicable Insufficient basis for judgment. |

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| II. **INSTRUCTION AND ASSESSMENT** – Constructs and implements effective learning experiences/outcome assessments and assesses continuously. | | | | |
| **1. Incorporates a variety of research-based instructional/educational strategies.** | | | | |
| 3 – Exemplary  Consistently incorporates a variety of research-based instructional/educational strategies-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively incorporates a variety of research-based instructional/educational strategies. | 1 – Satisfactory  Sometimes and adequately incorporates a variety of research based instructional/educational strategies. | 0 – Unsatisfactory  Needs to incorporate a variety of research-based instructional/educational strategies. | N/A – Not Applicable Insufficient basis for judgment. |
| **2. Promotes problem-solving, critical thinking, and creative thinking.** | | | | |
| 3 – Exemplary  Consistently promotes problem solving, critical thinking, and creative thinking-well beyond what would be expected of a  novice teacher. | 2 – Superior  Usually and extensively promotes problem solving, critical thinking, and creative thinking. | 1 – Satisfactory  Sometimes and adequately promotes problem solving, critical thinking, and creative thinking. | 0 – Unsatisfactory  Needs to promote problem solving, critical thinking, and creative thinking. | N/A – Not Applicable Insufficient basis for judgment. |
| **3. Promotes constructive, collaborative, and cooperative learning opportunities.** | | | | |
| 3 – Exemplary  Consistently promotes constructive, collaborative, and cooperative learning opportunities-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively promotes constructive, collaborative, and cooperative learning opportunities. | 1 – Satisfactory  Sometimes and adequately promotes constructive, collaborative, and cooperative learning opportunities. | 0 – Unsatisfactory  Needs to promote constructive, collaborative, and cooperative learning opportunities. | N/A – Not Applicable Insufficient basis for judgment. |

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| **4. Integrates technology appropriately to promote learning.**  Technology is defined as using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital computers, assistive technology. | | | | |
| 3 – Exemplary  Consistently integrates technology appropriately to promote learning-well beyond what would be expected of a  novice teacher. | 2 – Superior  Usually and extensively integrates technology appropriately to promote learning. | 1 – Satisfactory  Sometimes and adequately integrates technology appropriately to promote learning. | 0 – Unsatisfactory  Needs to integrate appropriately to promote learning. | N/A – Not Applicable Insufficient basis for judgment. |
| **5. Employs authentic assessment appropriately.** | | | | |
| 3 – Exemplary  Consistently employs authentic assessment appropriately-well beyond what would be expected of a novice teacher. | 2 – Superior  Usually and extensively employs authentic assessment appropriately. | 1 – Satisfactory  Sometimes and adequately employs authentic assessment appropriately. | 0 – Unsatisfactory  Needs to employ authentic assessment appropriately. | N/A – Not Applicable Insufficient basis for judgment. |
| **6. Monitors and reports student progress effectively.** | | | | |
| 3 – Exemplary  Consistently monitors and reports student progress effectively-well beyond what would be expected of a novice teacher. | 2 – Superior  Usually and extensively monitors and reports student progress effectively. | 1 – Satisfactory  Sometimes and adequately monitors and reports student progress effectively | 0 – Unsatisfactory  Needs to monitor and report student progress effectively. | N/A – Not Applicable Insufficient basis for judgment. |
| **7. Uses assessment data to design instruction and improve student learning.** | | | | |
| 3 – Exemplary  Consistently uses assessment data to design instruction and improve student learning-well beyond what would be expected  of a novice teacher. | 2 – Superior  Usually and extensively uses assessment data to design instruction and improve student learning. | 1 – Satisfactory  Sometimes and adequately uses assessment data to design instruction and improve student learning. | 0 – Unsatisfactory  Needs to use assessment data to design instruction and improve student learning. | N/A – Not Applicable Insufficient basis for judgment. |
| 8. Aligns assessments to local, state, or national standards. | | | | |
| 3 – Exemplary  Consistently aligns assessments to local, state, or national standards or best practice-well beyond what would be expected  of a novice teacher. | 2 – Superior  Usually and extensively aligns assessments to local, state, or national standards, or best practice. | 1 – Satisfactory  Sometimes and adequately aligns assessments to local, state, or national standards or best practice. | 0 – Unsatisfactory  Needs to align assessments to local, state, or national standards or best practices. | N/A – Not Applicable Insufficient basis for judgment. |

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| **9. Employs various assessment strategies and measures to accommodate individual and diverse learners.** | | | | |
| 3 – Exemplary  Consistently uses assessment data to design instruction and improve student learning-well beyond what would be expected  of a novice teacher. | 2 – Superior  Usually and extensively uses assessment data to design instruction and improve student learning. | 1 – Satisfactory  Sometimes and adequately uses assessment data to design instruction and improve student learning. | 0 – Unsatisfactory  Needs to use assessment data to design instruction and improve student learning. | N/A – Not Applicable Insufficient basis for judgment. |

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| **III. CLASSROOM COMMUNITY BUILDER AND FOSTERS DIVERSITY**  Fosters community, creates a safe space for all learners, and reaches the value of diversity. | | | | |
| **1. Communicate high expectations for students.** | | | | |
| 3 – Exemplary  Consistently communicates high expectations-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively communicates high expectations. | 1 – Satisfactory  Sometimes and adequately communicates high expectations. | 0 – Unsatisfactory  Needs to communicate high expectations. | N/A – Not Applicable Insufficient basis for judgment. |
| **2. Manages student behavior to enhance learning.** | | | | |
| 3 – Exemplary  Consistently manages student behavior to enhance learning- well beyond what would be  expected of a novice teacher. | 2 – Superior  Usually and extensively manages student behavior to enhance learning. | 1 – Satisfactory  Sometimes and adequately manages student behavior to enhance learning. | 0 – Unsatisfactory  Needs to manage student behavior to enhance learning. | N/A – Not Applicable Insufficient basis for judgment. |
| **3. Accommodates for a range of differences in culture, development levels, and learning styles.** | | | | |
| 3 – Exemplary  Consistently accommodates for a range of differences in culture, developmental levels, and learning styles-well beyond what would be expected of a  novice teacher. | 2 – Superior  Usually and extensively accommodates for a range of differences in culture, developmental levels, and learning styles. | 1 – Satisfactory  Sometimes and adequately accommodates for a range of differences in culture, developmental levels, and learning styles. | 0 – Unsatisfactory  Needs to accommodate for a range of differences in culture, developmental levels, and learning styles. | N/A – Not Applicable Insufficient basis for judgment. |

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| **4. Promotes active learning.** | | | | |
| 3 – Exemplary  Consistently promotes active learning-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively promotes active learning. | 1 – Satisfactory  Sometimes and adequately promotes active learning. | 0 – Unsatisfactory  Needs to promote active learning. | N/A – Not Applicable Insufficient basis for judgment. |

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| IV. **SCHOOL AND COMMUNITY PROFESSIONAL** – Applies knowledge of the context of education and engages in collaborative activities, partnership, service, and advocacy. | | | | |
| **1. Links subject matter within and across disciplines and grade levels.** | | | | |
| 3 – Exemplary  Consistently links subject matter within and across disciplines and grade levels-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively links subject matter within and across disciplines and grade levels. | 1 – Satisfactory  Sometimes and adequately links subject matter within and across disciplines and grade levels. | 0 – Unsatisfactory  Needs to link subject matter within and across disciplines and grade levels | N/A – Not Applicable Insufficient basis for judgment. |
| **2. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).** | | | | |
| 3 – Exemplary  Consistently demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively demonstrates professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | 1 – Satisfactory  Sometimes and adequately demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | 0 – Unsatisfactory  Needs to demonstrate professionalism dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible). | N/A – Not Applicable Insufficient basis for judgment. |
| **3. Adheres to professional codes of ethics and school laws.** | | | | |
| 3 – Exemplary  Consistently adheres to professional codes of ethics and school laws-well beyond what would be expected of a novice  teacher. | 2 – Superior  Usually and extensively adheres to professional codes of ethics and school laws. | 1 – Satisfactory  Sometimes and adequately adheres to professional codes of ethics and school laws. | 0 – Unsatisfactory  Needs to adhere to professional codes of ethics and school laws. | N/A – Not Applicable Insufficient basis for judgment. |